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VOL. VII.—No. 3.

ST. LOUIS, MARCH, 1874.

CIRCULATION 12,000.

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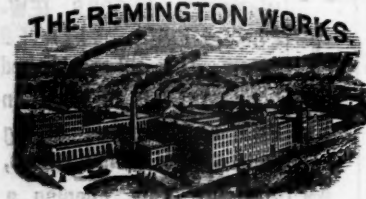
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AMERICAN JOURNAL OF EDUCATION

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VOL. VII—No. 3.

ST. LOUIS, MO., MARCH, 1874.

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"Now in building of chaises, I tell you what, There is always somewhere a weakest spot."

EDITORS usually give credit for such quotations as this, but it is useless here, for all of you, doubtless, recognize the words of Oliver W. Holmes, who expresses a multitude of thoughts in one sentence. I never read that quaint production in which these words are found, without feeling how very similar, in this respect, we are to that old-fashioned vehicle. But there is some difference; at least; those who used the chaise would endeavor to protect its weaker parts, and if a defect was found a mechanic was immediately secured to make repairs, or if it broke down it was considered a sad accident, of course; but those who use us seek out and test our weak points if possible, and if we are found wanting, it is considered very fortunate for them that they have discovered our failing. There is no mechanic to repair human character!

We seldom look within for anything else than strength, whilst many are the weaknesses we discover in those around us. I do not mean to say that we find no noble qualities in our friends, for we do see many, but almost always, in thought or language, contrast them with some weakness. Of this, we have evidence in such remarks as the following:

"Isn't she an intelligent girl?"

"Yes; but so untidy."

"What a fine mind George has."

"Very; but you can't depend upon his word at all."

We reflect upon our many virtues; we consider our attainments, intellectually; we take pride in our strength to resist temptation, whilst perhaps not one thought is given to our deficiency on any point. There are others, however, viewing "with a critic's eye" our everyday actions, from as many individual standpoints. Could we see reflected as from a mirror, the thoughts of ten different minds with reference to one of our acts, we would be amazed at the horrible conglomeration supposed to exist within us. It may be too actions proceeding from our purest motives are those most

bitterly condemned. "You would make us slaves to public opinion," says one. No, but let us be sure if we are misjudged, the fault will lie in others and not in ourselves. A clear and well-informed conscience is a strong fortification.

Doubtless, Eve thought herself strong, if she considered the matter at all, when she ate of the forbidden fruit.

Sampson, you know, was the strongest man, but when he confided to the fair Delilah, the secret of his strength, he fell.

Now, as we condemn the sin of mother Eve, let us remember that today there are wily serpents in various forms, trailing along our pathways, only to take advantage of our weaknesses; and while wondering at the susceptibility of Sampson, when he ought to have known his fate, do we not see strong men yielding to the satanic influence of demons in the form of women, and falling from the highest tower of strength to the lowest pit of ruin? They cannot, like Sampson, avenge themselves in the hour of death.

Sometimes our weakest points are most prominent, attracting the special attention of all, just at the time when we think we are manifesting our strength, whilst, on the other hand, we are strongest in the unconsciousness of our strength.

While the smoke of an urchin's first cigar is ascending in those much admired artificial clouds, he thinks himself a man; but a few moments later, when his physical nature manifests its strength, by showing insubordination to such a habit, he feels weak and insignificant, and longs for the time to come when he may smoke and not be sick, unconsciously longs for that period when his body will be in subjection to his appetite.

The beautiful girl, just entering society, unconscious of her personal attractions, is strong in her charms, for, intuitively, we all do homage to her beauty; but later, when by many flatteries and attentions, she is made to realize her superiority in that direction, the expression of vanity, imparted to her countenance by that consciousness, buries beneath it all the

simplicity we before so much admired, and we even lose sight of the beautiful features with which God himself endowed her. From the knowledge of her former strength comes weakness, and it is no difficult task to select such wrecks of genuine beauty from those around us.

The young man with great intelligence is weak, so soon as his deportment gives evidence that he feels his greatness. From the depths of my heart I pity the student just finishing his career as such in school, or the young man just entering upon the practice of a profession or into the marts of the business world, who has yet to learn his weakest points, or realize that he has any. Various are the tests that will come, and wonderful will it be if the unfortified points should escape, as the weight of years slowly unwinds the wheels of one individual timepiece—a life.

Who ever knew of one lifetime without a failure, except when divinity assumed human form?

Upon examination, we will be surprised and grieved to discover so many points within ourselves that would yield to the slightest strain; but they may be strengthened.

I said we are liable to overlook our own weaknesses, and perhaps it is well to some extent, for were the full realization of them to be forced upon us, our independence of character might be overwhelmed by the sense of so many infirmities. However, since the tendency is in the opposite direction, it is well that we should investigate and begin to strengthen.

"Fur," as the Deacon said, "'tis mighty plain, That the weakus' place mus' stan' the strain, 'n the way t' fix it, uz I maintain,

Is only jest
To make that place uz strong uz the rest."

I would advise all to find the exact point on the crown of the head where phrenologists locate self-esteem. (I believe in that science.) If that bump is too prominent—but don't judge of it yourself, ask some unsuspecting friend who knows nothing of the "science of bumps." I would begin by pressing it down, and when it has descended to a reasonable size you are prepared to proceed with your investigation and treatment, and I doubt not will succeed, for then you can rely to

a great extent on your own judgment as to what particular medicine is necessary, being careful in the mean time, to keep a close watch over what has already been accomplished.

You will find your moral and physical nature sadly out of repair.

It may be some one will decide to quit the use of tobacco, if so don't be imposed upon, by being induced to use a substitute, but take a dose of self-denial three times a day, once after each meal. You will find it a certain cure.

If a dose of veracity should be found necessary, be careful to administer that kind which speaks for itself, and beware of that quality which always requires a certain amount of bragging to carry it through.

If honesty, examine the quality well. There are so many adulterations, all patented for a term of years, but that I would recommend is patented through all eternity, and will be a sparkling gem in your crown of righteousness throughout unmeasured time.

I might write a full prescription, adapted to many, but if we are disposed to examine ourselves carefully, we will have no trouble in finding material from which to construct fortifications and make an armour that will enable us to resist every attack. But of this be sure; although we may possess many genuine qualities, a noble heart, a strong determination, and a giant intellect with their accompaniment, numerous friends, *we are only so strong as the weakest point.*

Huntsville, Mo., Feb. 20, 1874.

A. B. C.

HEALTH IN SCHOOL-ROOMS.

WE are glad to present the following valuable suggestions to parents and teachers from so high a source:

Dr. Richard Liebrich is the first authority in England on the eyes. His study and his long experience have lately been applied to the important question of how to make schools healthy. He has published two pamphlets which ought to be put into the hands of every teacher and of every person who has to do with building and managing schools. The first is on *School Life in its influence on light*; the second is a contribution to *School Hygiene*. He says positively that short-sightedness is developed to a large degree during school life, and that even where it is hereditary its origin and its increase are due to the neglect of any provision to protect the eyes of school children. He ascribes it, as well as other disturbances of the organ of sight, to insufficient or ill-arranged light, or to a wrong position of the body during work or study. This makes it necessary to lessen the distance between the eye and the book or paper while reading or writing; and to secure this in an easy way the desks or seats must be in the right position and of the right shape and size. The light must be sufficiently strong and fall on the left side, and, as far as possible, from above. The children ought to sit straight, and not to have the book nearer to the eye (where the sight is normal) than ten inches at the least. Besides this, the book or paper ought to be raised twenty degrees for writing and about forty degrees for reading. The proper light is most easily obtained if the class room is of an oblong shape, the windows being in one of the long sides and the tables and desks arranged parallel to the short walls, so that the light falls from the left side. The teacher's desk ought to be placed near the short wall, towards which the pupils look. Light coming from the right is not so good as that coming from the left, because

the shadow of the hand falls upon that part of the paper at which we are looking. Light from behind is still worse, because the head and upper part of the body throw a shadow on the book. Light from the front which falls on the face is the worst of all, because it is the most hurtful to the eyes, and it obliges the scholars to turn their heads to avoid the shadow of the book if it is held straight before them, and in writing they bend their heads as low as possible in order to shade their eyes. This method of lighting a school-room is very injurious to the eye, because, firstly, the retina becomes fatigued by the full glare upon it, and the diffused light renders the comparatively dark images of the printing and writing more difficult to be perceived; secondly, the disturbing influence of the light forces the scholars to take such a position as induces short-sightedness, differences in the sight of the two eyes, and certain weaknesses of the muscles of the eye. School-rooms ought never to be lit by naked gas jets, which give an unsteady, bad light. Glass cylinders make the flame brighter and steadier. Reflectors improve it still more—and they might be made to perform the office of ventilators, carry off the bad products of gas-burning, and improve the general ventilation of the room. Ground-glass globules, which are useful for the ordinary lighting up of a room, as they diffuse the light more equally over all parts, sometimes give a light too indistinct for work or study—and if they are opposite the eye are sometimes injurious.

DESKS AND SEATS.

The next subject for reform is that of the desks and seats, for the injurious effects which the crooked and stooping position of children in schools has upon their health have excited much attention among physicians, and there is quite a medical literature on the subject. The main faults in school furniture are, first, want of backs or unsuitable backs; second, too great a distance between the seat and the desk; third, disproportion (generally in too great a difference between the height of the seat and that of the desk); fourth, wrong form and slope of the desk. Each and all of these causes tend to produce, and when they already exist to aggravate, the evils which are almost the chronic accompaniments of school days. Chiefest of these is that distressing disease, curvature of the spine, and this, like near-sightedness, is largely due to bad school arrangements. The remedies are to have backs straight, about three inches broad, and fixed at a proper height, close above the hips, so as to support the loins sufficiently to make it easy and comfortable for even the most delicate children to sit perfectly upright. The seat ought to be broad enough to support almost the whole weight of the thigh, and the height of the seat such as to allow the sole of the foot in its natural position to rest on a footboard. The edge of the desk must be perpendicularly above that of the seat and just high enough to allow the elbows to rest on it without displacing the shoulder. The desk should be so arranged that the object placed on it is always below the eye, for then only are the muscles of both eyes to be used freely without fatigue.

LESS TIME, MORE FRUIT.

Editor American Journal of Education:

TIME is the capital with which the School produces the interest of mental and moral culture. Economy of time is the paramount means of success with the best of teachers. All the methods which facilitate the pupil's acquisition of abilities are on the part of the teacher means of economizing the time allotted to him for his task; and a teacher who can advance the class under his charge to its goal in half the time needed by another teacher, will, as a rule, have double the number of capable and faithful pupils (*pro rata*) than the other. Pupils are rendered dull and lazy by being too long kept at the same stage of progress; or, in other words, if they are not interested in their school-work, and do not feel all their powers constantly grow, they become restless

and restive. Thoroughness in teaching is the most expeditious way of progress; but thoroughness is not tedious pedantry—it consists in interesting all the powers of the youthful mind at the same time, which is but another expression for rendering all progress pleasurable.

It is—or it ought to be—a well known fact, that there are in the country a number of schools in which what are called the Common English Branches are thoroughly taught in less than half the time devoted to them in most other schools. In all those public and private schools in which two languages are being taught on an equal footing, and arts and mathematics besides, this economy of time is indispensable. Wherever this necessity is felt, means are devised, and methods are contrived, by which full justice may be done to the more than double task of the school. The question, therefore, arises: If this can be done, why should it not be done everywhere?

The objection should not be raised, that the schools which produce more fruit in less time, are better situated as to their pecuniary means and the teaching talent employed. If we had not to refrain from naming the schools of which we are speaking, it would appear that a sufficiency of means and talent for performing an equal amount of creditable work may be had almost anywhere. We verily believe that, if every Board of Education, or Superintendent of Schools, would insist upon having the common English branches taught in half the time now needed, a great reform in our public schooling would be the consequence. It is the self-complacent conservatism of the managers of those institutions which must be overcome, before the money now spent on them will be bearing all the interest possible. From fifteen to eighteen dollars a year per pupil (the average amount now spent in most of our Northern States) will for some time to come satisfy all the demands of a truly reformed education in Public Schools.

We shall not enlarge now upon this topic, though we would like to do so; we will mention a few of the improvements in methods of teaching by which the best class of schools contrive to realize double or treble the work. In the first place, Kindergartens must be named, because they educate, if rationally conducted, a generation of elementary pupils with whom a better kind of work can be done than ever before. Next a measure is indispensable which has frequently been spoken of but rarely executed—the teacher of the lowest primary class should be the very best among all the body, and have the best salary. A third advantageous measure would be to leave the choice of school books to the body of teachers, and to let them have a concurrent vote on the selection of their Superintendent. We put all these questions on their own merits, without any further comment of ours.

Leaving for the present aside all

measures of reform in the manner of school government and superintendence, we may be allowed to conclude with a few remarks on common school reading books. All progressive pedagogues will agree with us in saying that one of the *desiderata* of our public schools is a reform in the reading books. Without disparaging the merits of some of the better series now in use, the following shortcomings are features of all of them. The child-like English literature—of which there is a vast amount—is not contained in them; their style is not rich enough in variety; the thoughts are too commonplace and unattractive; the information to be conveyed is too scientific in treatment, or too little in agreement with the best cotemporary scientific discovery; their stories are mostly fictitious, instead of historical—silly stories of very virtuous or very vicious children, such as are nowhere to be met with; their moral information and impressions too threadbare, or else too sectarian or sanctimonious—there is little in them of sound merriment and innocent pleasure, which is so congenial to the youthful age; there is too little of the moral education left to the teachers themselves, whose questions about the moral conveyed should make the pupils discover it, and whose model bearing should give the true moral example. Besides, spelling, writing, grammar and elocution are not taught in those series in a manner compatible with the present standpoint of Pedagogy, as understood in most continental countries of Europe, because these branches are not taught according to rules. The sound, spelling and meaning of thousands of words is in them taught each by itself; intelligence is certainly not exercised in learning to read and write; the imminent lawfulness of language is not suspected by the pupils, its lawful and beautiful use not made easy by an early but gradual exercise of the reflecting power—in this respect too much is left to the teacher's own ingenuity. It may, therefore, be welcome news to many progressive teachers that a new series of Readers, calculated to remedy the above detailed wants and exemplifying the best methods in use in some of our best schools, has just been published by E. Steiger, of New York, to-wit: Dr. Ad. Douai's Series of Rational Readers (Primer, First, Second and Third Readers, with an accompanying Manual for Teachers.)

A. D.

Newark, N. J., Feb. 20, 1874.

TALK IT OVER.

The "estimates" for school purposes for 1874-5 will have to be put in very soon.

In order to secure good teachers, arrangements must be made to pay them liberally and promptly. This can be done if school officers make arrangements in time. The poorest investment you can make is to hire a cheap teacher. They waste their own time and that of the children, and in many cases do positive harm. They are not wanted, because they are unprofitable.

EDUCATION IN NEW HAMPSHIRE.

Editor American Journal of Education:

THE Granite State has, during her whole history, manifested a deep interest in the cause of education, though little has been said or written on the subject.

When all around was a wilderness, *Dartmouth College* was established at Hanover, and has ever been cherished by the State, as an institution of the highest grade of learning, requiring thorough Academic training for admittance, and sending out her graduates as highly educated and disciplined, probably, as any College or University in the land. Daniel Webster, Rufus Choate, Chief Justice Chase and others, who have adorned the Church and State, are among her sons who stand before the country and the world almost without their peers. Dr. Nathan Lord had long been its worthy president, when Dr. Smith was elected to this highest educational chair of State. During his presidency, by indefatigable labors, he has given a new impetus to the financial and literary status of the college. A liberal donation being made by Mr. Culver, a gentleman of noble mind and means, for the purpose, the State has lately established an Agricultural Department, in new and elegant buildings, with a farm for practical operations. The Medical Department, especially under the leadership, for a long time, of the late Dr. Dixi Crosby, has been, perhaps, unexcelled.

Phillips Exeter Academy is one of the oldest, as it has been one of the best, of such institutions of learning. Webster, the Everetts, Saltinstall and hundreds of other notables, were and are proud of this, their academic *Alma Mater*. Its Industrial building with two wings was destroyed by fire some two years ago, but, phoenix-like, another edifice, nobler far, has arisen from its ashes, or rather in the rear of its former site, so as to give more room to its goodly, ancient playgrounds. It has ever been well endowed, many indigent students having been helped all along in its history. An esteemed aged man, Mr. Kingsman, of Barrington, has lately given quite a sum to its funds, as he has also to Dartmouth College. Dr. Abbott was long its president, and Gideon Soule, LL.D., has served in that honorable capacity now some thirty years.

Atkinson, a lower town in the State, has another of the old academies, with grants of State lands and other funds. Derry has had for some decades a Seminary for Ladies and the Pinkerton Academy for both sexes, wealthy citizens having somewhat endowed them. Gilmantown, near the centre of the State, has for many years been favored with a good academy for ladies and gentlemen, and for some years the Congregational denomination sustained a theological school there, having a three-story brick edifice in a commanding position.

The Meriden Academy, under the patronage of the same enlightened church, has educated many a good

scholar, sent hosts to Dartmouth College, and into the school rooms of many States, as well educated teachers. It is still in a flourishing condition. Dr. Richards long presided in its halls.

The Methodist denomination, though late in gathering in any considerable number of communicants in the State, established their first institution of learning in the land at South Newmarket, N. H., which has become the parent of a vast and honorable offspring. This, after giving rise to a deep interest in the cause of education among that zealous and successful people, was removed to Wilbraham, Mass., but the New Hampshire Conference, then embracing that part of Vermont east of the Green Mountains, soon established a flourishing seminary at Newbury, on the west bank of the Connecticut River, which was extensively patronized by many from New Hampshire, especially from the central and northern parts. On the division of this Methodist Conference, the denomination established the "New Hampshire Conference Seminary and Female College," at Sanborn Bridge, (now Tilton) a thrifty village in the centre of the State, on a beautiful eminence, overlooking the Winekesogee River and much fine scenery. Their first buildings being too small for its liberal patronage, in a few years gave place to very large accommodations, all of which were destroyed by fire, but speedily the three noble brick edifices were erected which now adorn the place and the enterprising and now wealthy church that fosters the institution. Its large corps of teachers is headed by Prof. Robinson, a man of note as an educator in the West, who is giving new popularity to this large school.

The Baptists have a flourishing and, of late, well endowed institution of learning at New London, and the Free Baptists sustain a vigorous seminary at New Hampton, both of which are centrally located in the State, and are doing a great work in the cause of education.

At West Lebanon, near the Connecticut and Dartmouth College, is a very flourishing Female Seminary, under the sway of a Mr. Orcutt, a veteran teacher and manager. King Hiram did not help the wise Solomon more than this man helps in the wisdom of the State. Ladies' gymnastics are carried to great perfection here, and its halls are favorite resorts of the New Hampshire Legislature and other visitors.

Kingston, Durham, Marlow, Lancaster, Colebrook and some other places, have sustained academies more or less of the time for years, and last, but not least, I must mention that a Mr. Robinson, who was a native of Exeter, but acquiring a large fortune in the South, has founded a noble Female Seminary in this county, town of Rockingham, furnishing tuition and books free to all native students of Exeter. His name is given to the institution. A Mr. Stearns, of great urbanity, adorns its presidency. Much have I enjoyed visiting this and most

of the other abodes of learning mentioned, but the Common Schools are the bone and sinew of education in New Hampshire. Through the thinly settled portions of the State, every few contiguous families compose a township. Every town has its school districts, with a school house. A yearly school meeting is held in the spring, a clerk and a prudential committee of one or three are chosen to hire the teachers, who are mostly female, and, till of late, working hard on small wages. The superintending committee is chosen at each town meeting, on the second Tuesday in March, or left to be appointed by the Selectmen. This committee is also composed of one or three, generally of three, and one new man yearly. They examine the teachers and visit every school, and a high standing of learning and morals is frequently required in teachers, and advanced education is acquired by scholars in these common schools, generally having two short terms taught in summer and winter. In most of the villages, as well as in the larger towns and cities, graded schools are enjoyed, with the higher departments coming little, if any, short of the academy.

A State Normal School has lately arisen, as if by magic, at Plymouth, and is very flourishing.

Teachers' Institutes, assisted by the State, have been held in all the counties for some twenty years past, and have done and are doing much good.

A new law requiring all the children to attend the public schools is posted in every district.

Mr. Editor, I have been a student or teacher in several of these higher schools, and often teaching and superintending the common schools, aiding in the public support of the Institutes, and having some acquaintance with all the institutions mentioned, I know whereof I have affirmed, and have written nothing from other pens.

D. W. BARBER.

TALKING TEACHERS.

IT is a great blessing to be able to talk. By means of such a gift, ideas are communicated. Man is a talking animal; and so, it is commonly reported, is woman. But now and then we find a teacher who is also a talking animal, whether man or woman. Indeed, you might suppose it their particular profession, or at least province, to talk. Visit their school, and you will be entertained, not so much by what the pupils tell you of their progress—the very thing you want to know—but your ears are filled with the rattle of words from the teacher, which strike the organ of hearing about as agreeably as hailstones in a storm.

You did not visit the school to find out how much the teacher knew; you had supposed the Board of Examination had previously passed upon that matter. Yet the teacher seems anxious to improve the time by an incessant use of the tongue, lest you should get the false impression that he or she were a dolt!

But the fact is, you have quietly made up your mind on the spot, that the more words were multiplied, the less was that teacher qualified for the position. It has been said that, "Speech is silver, but silence is golden." The maxim is very, very often true in the school-room.

Hé it comes again—the proof of what we have said. A sensible pupil of a district school said to the writer within the past five minutes: "The teacher is all the time telling the scholars what they ought to do, but they don't do it."

There it is in a nutshell! This is just what much of the talk of our teachers comes to. When will they learn the point of the above remark? If teachers could only take a practical lesson now and then, like that, from some one of those they are teaching, how much better would it be for our schools!

The fact is, fulsome advice, counsels, moral lectures, in the school-room, are out of place, unless something quite unusual occurs to make them in place.

"Actions speak louder than words." A teacher has no right to take the time of a school by his incessant prattle, which, if continued too long, is noticed no more than the small talk of a child! Rather than spend the time moralizing, or even lecturing on objects or natural science, a teacher had better set the standard of recitation higher in his classes; get something from his pupils, rather than be continually pouring in, a process, verily, like "pouring water on the ground, which cannot be gathered up." These remarks apply also to teachers of Bible classes, as well. E.

Batesville, Ark.

Who shall dare say or sing of the great future that awaits America? Who can predict the resistless course of those immutable principles of justice in the centuries that are to come? Who can predict what the future influences of this great republic may be, when its vast unoccupied territory, greater in extent than our present States, shall be opened up for cultivation; when it shall be settled with a free and intelligent population; when the school-house and the church, the spelling-book and Bible shall everywhere be recognized as the primary sources of intellectual and moral culture?

HISTORY is the revelation of that Divine Providence which has for its ultimate end the elevation of the human race to the highest degree of usefulness and perfection. "History is the great printer, with the world for canvas and life for a figure."

THE Rev. Dr. Parker of London, confessing his unabated love for old England and her institutions, said: lately, "America is more than a continent. In territory, in resources, in possibilities, it is little short of a world! America, in my opinion, is on the point of laying her hand on the supremacy of the world."

PRACTICAL HINTS.

At the request of a number of school officers, we reprint the following rules for the management of School District Meetings:

Much unpleasant litigation may be saved by observing the conditions and rules of order necessary to a legal meeting.

I. Notice of all meetings, stating the object for which they are called, should be given as prescribed by the school law, and the directors should see that paper and ink, and all necessary conveniences, are provided, so as to keep a proper record.

II. When the time for the meeting has arrived beyond doubt, it is proper for some citizen to call the meeting to order, and nominate a chairman. When the nomination is seconded, the person making it should take the vote and introduce the chairman so elected.

III. The chairman must first call for the election of a secretary.

IV. The secretary should record all motions voted upon by the meeting, complete the minutes, and present them for the approval of the meeting before its close. These minutes, signed by the secretary and president of the meeting, should be placed in the hands of the clerk of the board of directors.

V. After the election of a secretary, the chairman should state the object of the meeting by reading a copy of the call, if possible. He should then state that the meeting is ready for any proposition relating to the business for which it is called. In conducting the business of the meeting, the following rules are observed in all rightly conducted deliberative assemblies.

1. All business should be presented in the form of a motion, order, or resolution.

2. Any member of the meeting may present a motion, but to do this he must first rise, address the chairman, and be recognized by the chairman as having "a right to the floor."

3. No person is entitled to address the meeting, except under a pending motion, which has been seconded.

4. No person is entitled to speak more than twice upon the same question.

5. Any motion may be modified by a motion to amend, or to amend an amendment.

6. All amendments must be voted upon in the reverse order to which they are presented: that is, the last amendment must be acted upon first.

7. There are certain motions which, from their nature, take precedence of all other motions, and in the following order: *First*—The motion to adjourn, which is not debatable, and supersedes all other motions whatsoever. *Second*—The motion to lay on the table, which is not debatable. *Third*—The motion for the previous question, which is not debatable. *Fourth*—The motion to postpone.

8. To suppress debate upon a pending proposition, any member may move the previous question. The chairman must then put the motion in this form: "Shall the main question now be put?" This motion is not debatable. If it prevails, the main question must be put, exactly as it stands. If the motion for the previous question does not prevail, it is the custom of ordinary deliberative meetings to allow debate, commitment or amendment to proceed.

9. A motion already adopted may be reconsidered. The motion to reconsider places the question in precisely the same state and condition, and the same questions are to be put in relation to it, as if the vote reconsidered had never been taken. Ordinarily, the motion to reconsider is made by a person voting previously on the prevailing side, and during the same meeting at which the original proposition was passed.

10. The motion to adjourn is always in order, but having once failed, it can not be repeated until other business has intervened.

ESTIMATES TO BE MADE.

The law is specific and plain in regard to the duties of school directors. On this point Sec. 14 says:

It shall be the duty of the directors in each sub-district, on or before the third Saturday in April of each year, to forward to the township clerk an estimate of the amount of funds necessary to sustain the schools in their respective districts for a period of not less than four, or not more than six months, and to discharge any indebtedness caused by insufficiency of previous estimates; in such estimates stating clearly the amount deemed requisite for each and every item of expense, and in case the directors in any sub-district shall fail to make and return the enumeration aforesaid, and the estimate required by this section, it shall be the duty of the township clerk to employ a competent person to take such enumeration and make such estimate, and to allow such person a reasonable compensation for his services out of the funds of the sub-district.

The following is also the form prescribed by law for the

"ESTIMATE OF SCHOOL EXPENSES."

To _____, township clerk of township No. _____, range No. _____, county of _____, State of _____:

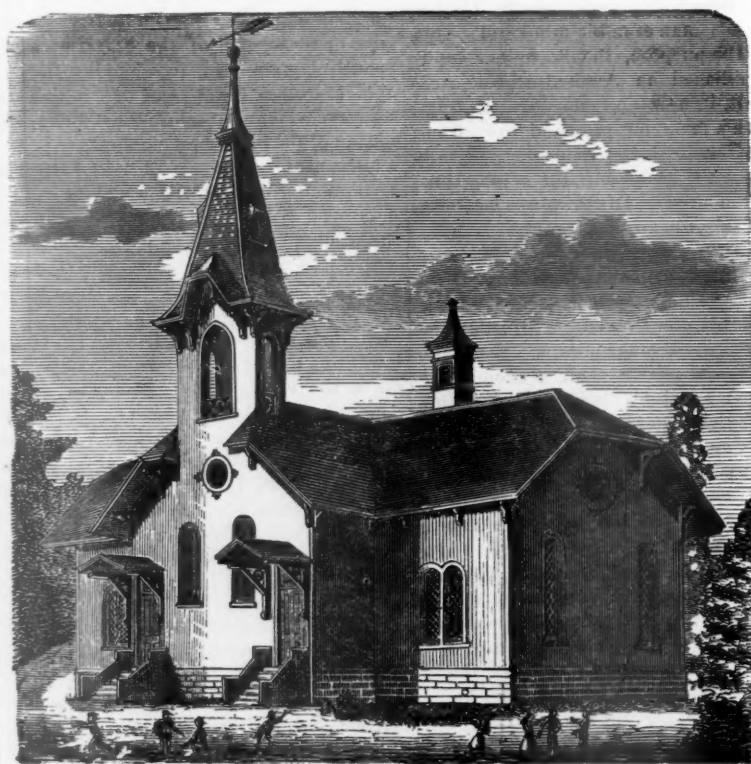
The following is an estimate of the expense for the support of the public school in sub-district No. _____, in said township, during the present school year:

	Dollars.	Cents.
To discharge indebtedness (if any) of sub-districts.....		
For the purchase of school-house site.....		
For building of school-house and out-houses.....		
For teachers' wages during the year.....		
For repairs on school-house and premises.....		
For purchase of school furniture.....		
For fuel, etc.....		
For the purchase of apparatus, etc.....		
For rent of school rooms.....		
For contingent fund.....		
Total expenses.....		

We do hereby certify that the foregoing is a correct estimate of expenses for the support of the public school in sub-district No. _____, township No. _____, county of _____, and State of _____.

Dated this _____ day of _____, 18____.

_____,
_____,
_____, } Directors.



NEW DESIGN FOR A TWO-ROOM SCHOOL HOUSE.

THE above cut represents an elegant design for a cheap country school house, built of wood, containing two rooms, which can be easily thrown into one, seating about 130 pupils.

The system of warming and ventilation is perfect; and, in sparsely settled neighborhoods, where school houses are frequently used for meetings and other purposes, this would make one of the most useful, practical and beautiful buildings which could be erected. It would silently and perpetually influence, educate and refine all in the vicinity.

This house can be built and handsomely furnished with the new patent Gothic school desks and seats, teacher's desk, chairs, blackboard, globes, maps, charts, bell, etc., for about \$2,500. The architect will furnish further information, if desired.

IMPORTANT SUGGESTIONS.

We find the following important suggestions by the State Superintendent in an appendix to the school laws of the State, with explanations, decisions and forms for the use of school officers, for making blackboard, and procuring apparatus at small cost.

A hard-finish wall is best: that is, a wall finished with the ordinary finishing coat of plaster of Paris. The base-board or wainscoting should not be more than three feet high from the floor, and a strip of board or moulding should be run along the top of the wainscoting, to form a receptacle for chalk, black-board rubbers, etc. Three and one-half feet above this, nail a narrow strip of moulding for the upper side of the black-board, and you are then prepared to apply the liquid slating, which comes in cans—from one pint to a gallon in a can. If our room is twenty feet wide, with no openings, and we propose to make a board across one end, we shall need material for 70 square feet; one-half gallon of slating will be required; cost, \$5 25. To properly apply it, a fine camel's hair brush is needed. Thoroughly shake the slating, and pour a small portion into a shallow vessel, and apply with quick strokes from right to left, without repeating as in painting. Two hours after the first coat is applied, a light rubbing with emery paper prepares it for a second coat. A third coat is usually required to make a durable and thoroughly first-class black-board. Total cost:

Slating	\$5 25
Brush	75
Emery paper	10
Labor	2 00
Total	\$8 10

Next to a good black-board should be a set of Outline Maps—about nine in a set—embracing hemispheres, the continents, political divisions, and, either on the same map or a separate one, the physical appearance of the earth, so far as it is represented by elevations, trade-winds, ocean currents, isothermal lines, etc. Such a set costs from twenty to thirty dollars, according to size.

An 8-inch globe, with horizon and quadrant	\$12 00
A set of cube-root blocks	1 10
A set of primary charts	3 00
A call-bell	1 25
A numeral frame	1 50

A total of fifty dollars for Black-boards, Outline Maps and Apparatus will cover a very good outfit of necessities in every district school, aside from the school furniture; and school desks of the most improved styles can be had for \$3 50 per scholar, up to \$5 00, depending upon the use of single or double desks, while the ordinary cost of pine benches is about \$3 per scholar.

GOOD ADVICE FROM A SCHOOL OFFICER.

Editor American Journal of Education:

PERMIT me to say to school officers this year in regard to the estimates, which it becomes the duty of the directors to make, that great care should be exercised, to see, 1st, that every necessary item is included in these estimates; 2d, that the burden of taxation is not made unreasonable and oppressive. Have you a good school-house in your sub-district, such a house as you would be willing to live in six hours a day, winter and summer? If not, that is the very first thing to be provided for; and you should not forget that if you fail to make provision for it now, a whole year must pass away before you can have another opportunity.

Then, too, before you sit down to make out your estimates for the next school year, be careful to inform yourselves about the furniture and apparatus of your school-houses. Have you the old-fashioned, unsightly, uncomfortable and unhealthy wooden desks and benches? If so, it will be economy to have them removed and their place supplied by some modern school furniture. There are certain physical laws to be observed in the construction of school furniture, with which every mechanic is not expected to be familiar, and in making your purchases you should buy from those who have given the subject special attention. Then, how is it about the apparatus? Are your teachers supplied with maps, globes, object-forms, reference books, an abundance of the right kind of black-board surface, etc.? If not, then be sure to make those items a very prominent feature in your estimate of "necessary" expenses, for you may as well expect the mechanic to do good work without his tools as the teacher to instruct efficiently without the aid of illustrative apparatus.

In regard to the matter of

ILLUSTRATIVE APPARATUS,

One of the Normal School teachers of large experience tells us as follows:

"The best method of teaching geography is the one which brings the subject most clearly before the eye of the pupil. To do this, the teacher must have 'tools to work with,' and the most efficient tools that I have found for this purpose are Outline Maps and Globes. It will be observed that, with these aids, a teacher can instruct a class of twenty or thirty more effectively

and profitably, and do it in less time, than he would expend upon a single pupil without these helps. In other words, teachers will do twenty or thirty times as much work with these helps as they can do without them—a fact which School Boards should not overlook, but provide for without delay."

The pupils having learned the meaning and use of a Map, the teacher will find

A GLOBE AN ABSOLUTE NECESSITY

to give any correct idea of the shape of the earth, or the relative position of the different countries. Without this aid his previous teaching can not be gathered into a compact form, and presented to his pupils as a "whole round earth," but their earth will be a series of extended plains.

The globe should be constantly before the child's eye from his first exercises in geography. In his studies—particularly in the study of History—he should locate on it all the places of which he learns. It should have a place in every reading room, library, and in the family, and should be referred to in connection with the daily newspaper, to show where the events described took place.

All know how difficult it is for many mature minds to think of the earth as round. The use of the globe, for reference, will form correct impressions in the young, and will remove erroneous ones where already existing. Globes and maps thus mutually aid each other.

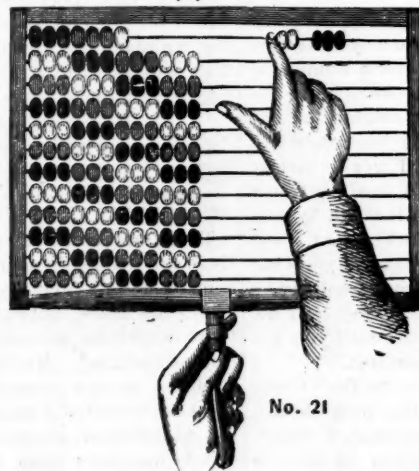
The globe used should be one on which the ocean currents are shown, as this will aid much in teaching physical geography. This is valuable for every grade of schools.

THE MAP OF THE WORLD, for instance, shows two north and two south poles—the globe only one. The map shows curved lines—on the globe all lines are straight. On the map a part of Asia is far separated from the rest, but the globe represents Asia as a whole; while the Pacific Islands, which on the globe lie near each other, on the map appear at different sides of the earth. The mind of the child asks, why these differences? And teachers know, by wearisome experience, how difficult it is to reconcile such impressions. At this point

THE HEMISPHERE GLOBE

comes into use, and affords a complete and instantaneous solution to this knotty problem. On the exterior surface of the hemisphere globe is the globular map, or globe representations, and on the interior the plane map of the world. If the globe is opened and removed across the school-room, with the globular surface presented to the eye, it will appear flat. Let children understand that the maps are drawn as if seen by the eye at such a distance that the round surface of the earth would appear flat.

When you open the globe and present the map side of it, you show four poles; close the globe, and it will at once be seen how the four poles arise from two only. Likewise, those parts of Asia and the Pacific Islands, so far separated, will be seen to be really joined.



No. 21

THE NUMERAL FRAME.

The Numeral Frame, designed originally for primary schools, has proved of equal service in our intermediate and grammar schools; wherever pupils require illustrations to enable them fully to comprehend operations with abstract mathematical quantities, the numeral frame furnishes the readiest mode of giving the desired instruction.

And, as in the case of Outline Maps, Globes, Black-boards and Charts, it is not, then, a question whether School Directors can afford to get these helps; the question is—Can they afford to do without them?

Teachers should lose no time in showing their directors and trustees how much more effectively they can work with these aids, and so secure them.



J. B. MERWIN.....Editor.

ST. LOUIS, MARCH, 1874.

PLEASE NOTICE

Our removal to 915 N. Sixth street, next door to the Methodist Book Concern.

Drop in and see us when you visit St. Louis.

We want an agent for this paper at every postoffice in the United States. Write us for our premium lists.

The regular subscription price of the AMERICAN JOURNAL OF EDUCATION is \$1 50 per year, invariably in advance. We stop all papers when the term for which they have been paid for expires. We have no club rates. See our premium lists.

IT WILL DO GOOD.

Teachers and school officers should keep their local papers well posted on what the schools are doing, and should communicate fully and freely also with members of the Legislature. Keep them posted on what ought to be done to make the schools more efficient—the estimates to sustain them more liberal—show them, in fact, that the money paid to sustain the public schools is a good investment.

Reading Clubs.

WE do not see how our teachers get along and do the work necessary to be done, without more help in the way of periodicals, dictionaries, and other books of reference than they are individually able to buy.

In fact, they do not get along much, and here is just the difficulty—the work they do is not appreciated—because in many cases they do not do an appreciable amount of work, in quality or quantity. Their hands are tied, for the want of means. We have suggested remedies in the way of organizing reading clubs, and a number of teachers in the larger towns and cities have already given exhibitions and started libraries. We hope they will press on in the good work. Get up exhibitions, charge a small entrance fee. Be sure and get through by nine o'clock, and give another next week, so as to give those who are experts but who for want of time did not have a chance to show what they can do. Keep the ball rolling, until you get some of the people reading.

In the country districts, the "Grangers" will aid in getting up a library. This "Granger" movement, if directed in right channels, can be made to subserve the most important ends,—sociability and self improvement,—instruction in the duties and responsibilities of citizenship. Our teachers ought to be in these movements, and be so full of wise suggestion as to be a real help to the people. Let the meetings be for improvement; to this end take steps early to secure a library. Get *Hearth and Home*, *Appleton's Journal*, *Old and New*, the *Popular Science Monthly*, *Littell's*

Living Age, and now and then a few a few books of a non-political and non-sectarian character.

We do not see how any teacher or any school district can get along without some of these invaluable aids. By all means go to work without delay, and get up a "Reading Club," and call freely upon us for any aid we can render in any direction.

LOOK AT THE DANGER.

The Baltimore *American* says: "The fact that we have among us nearly four and half millions of people who cannot read and write is a national injury and discredit. How can our free institutions be efficiently carried on in the darkness of so great a cloud of ignorance? The subject is one of national concern, and we have, therefore, always felt a strong degree of interest in the educational measures applicable to the Union, which have from time to time been proposed in Congress. A bill framed by Hon. George H. Hoar, and in-lorsed by the committee on education and labor, seems to be very feasible in its provisions. It provides for the establishment of an educational fund from the moneys accruing to the government from the sale of public lands—one-half the net receipts going to form the invested fund, whose income, added to the other half of the receipts, shall be devoted to public education, and be divided among the States and Territories upon the basis of their population between the ages of four and twenty-one years. For the first five years, however, this distribution shall be in accordance with the number in the population of the several States and Territories of persons ten years old and upward who cannot read and write. This is a wise provision to meet the urgent case of some of the Southern States, whose emancipation has made an enormous addition to the number of illiterate citizens. This will be seen at a glance by the following table:

	Population.	Illiterates.
Alabama	986,992	349,770
Arkansas	481,471	117,790
Florida	187,748	69,380
Louisiana	76,915	257,184
Mississippi	87,922	291,718
South Carolina	705,006	265,890

There may be some practical questions concerning the management and control of this fund that would present difficulties, but we think that there is eminent necessity for legislation of the kind. Mr. Hoar's bill introduces no new principle, for Congress has repeatedly made land grants for educational purposes, and this simply improves upon the policy by giving its proceeds instead of the land itself, which can be only available in a small percentage of deserving cases.

The wife of Mr. John L. Shorey, publisher of the *Nursery*, has served on the School Committee of Lynn for three years. She has proved to be a very influential member of the board. Her services have been satisfactory to all. The citizens of Lynn think she is an excellent "person" for the office.

WORK TO BE DONE.

THE friends of education in Texas have a great work to do, and seem to be not only ready and willing, but determined to do it. The *Sherman Register* says: "Gov. Coke struck a chord that met a cordial response in the great popular heart, when he said in his inaugural address that a system of free public schools should be established in Texas, in which every child of the State could receive such an education as would fit him for the duties of American citizenship. And the people expect, and imperatively demand, that the pledges and promises made by Democratic conventions and candidates on this subject in the late canvass shall be redeemed, and carried out in the most perfect good faith by the fourteenth Legislature. They ask for bread, and they will not be content with a stone, as there exists no reasonable pretext or excuse for longer delaying this matter of vital concernment to them all. The resources of our State are amply sufficient to establish an efficient public school system without imposing any grievous burdens of taxation upon the people. Let the school lands be sold where they will bring a fair price, and the proceeds securely invested, and the interest applied to educational purposes; and let this be supplemented, if need be, with a moderate tax, and in twelve months a system of free schools can be established in Texas, on a firm and satisfactory basis, that in no long time will vie with that of any other State in the Union. And to say that such a system is not feasible is contradicted both by reason and experience. For have we not witnessed the splendid success of such systems of schools in the great States of Illinois, Ohio, and Indiana? Let our legislators closely study those systems, eliminate the objectionable, and adopt the best features, and thus construct one approximating perfection. To her public schools, more than to any other cause, is the North indebted for her great prestige, vast wealth and immense power.

The permanent available school fund is \$2,620,125. This does not include 2,763,073 acres of land belonging to the State for the use of the schools. The number of immigrants now pouring into the State is very large, and will be constantly augmented by the new railroads finished and pointing in that direction.

The indomitable energy that is now aroused in Texas, and which is every day being reinforced from the Middle, Northern, Eastern and Western States, will make this vast young empire a network of railroads. When we glance at the map and see in what latitude Texas lies, and learn what are its resources, with its rich soil, pure water, genial and salubrious climate, and then turn to the kind of men who now inhabit it, and who are going thither, and who will not alone build its railroads and till its soil, but maintain a State government which intelligent people can thrive under,—

we can see no stop to the prosperity of the country.

Let the people vigorously sustain the public school system, correcting such mistakes as are unavoidable in inaugurating a measure of such beneficence and magnitude, and Texas has a future more immediate and glorious than the most sanguine have ever dared to hope.

MEN AND WOMEN.

NOTHING is more striking to an observer than the persistency with which certain institutions retain each a certain character of its own, though their managers change, and nowhere is this more marked than in schools. One man comes and goes; another and yet another comes and goes, and yet all the pupils of some schools seem marked with a distinctive peculiarity. It seems as if the school itself—the ideal school it must be, since it changes every year, and since its pupils now are not at all the same that they were ten years ago—as if the ideal school had a life of its own, quite independent of its changing teachers, and powerful enough in some cases to overcome their individual weaknesses and peculiarities.

We are told that the ship consists of everything but the wood, iron and ropes which went to its construction, and so sometimes we are almost ready to say that the school is everything but the teachers and the pupils.

Now, whence comes this mighty influence, so strong as to overpower and bear down all the individual peculiarities of many different teachers, so strong as to preserve itself through many years?

As an example of what we mean, we may cite the famous school of Rugby, in England, and in our own country some of the oldest Normal Schools and Colleges. Every boy who enters Rugby comes, as it were, into an inheritance of certain sentiments of honor which belong to the school; every girl who enters the Normal School at Framingham, Massachusetts, feels a something in the mental atmosphere of thoroughness, of persistence, of exactness, which influences her unawares into something different from what she has habitually been. We do not mean that these are the only examples. We select them because the peculiarities of which we have been speaking appear here in a very marked degree.

Now, looking back in the history of these schools, what do we find? We find that at a certain period in the life of one, and at the very founding of the other, there stood at the head of each men of remarkable personal character. Dr. Arnold was not so much distinguished for his excellence as a teacher as he was for the force of his personal character. Cyrus Peirce was not a remarkable teacher; many who have never made any impress whatever on the schools at whose head they may have stood for years, have excelled him in teaching power. The Normal School was founded in 1839. Cyrus Peirce has long ago

passed away from earth, and yet his spirit and the forming power which he impressed upon its pupils lives today as a recognized influence in the girls who never saw his face or heard his voice.

It is the same, if we turn to women, with the Mt. Holyoke Seminary in Massachusetts, and with Vassar College in New York. Miss Lyon and Miss Lyman are dead, but they still live in their influences on the pupils of to-day.

The secret is an open one. It consists in the fact that these men and women were *men and women* in the broadest sense of the term, and that, therefore, their influence has lasted, and has percolated down through all the ranks that followed them, seeming to be inexhaustible in its nature and undying in its force.

Merely intellectual power is not of such vital strength. The fact is, that what we want in and for our schools, is not merely teachers, but we want *men and women*—manly men and womanly women—and then, and only then, shall we see a growth of character in the pupils of our schools that will be the strongest assurance for the stability of our government and national life.

HIGH SCHOOLS—THEIR CONDITION AND PROSPECTS.

THE history of the High School as an institution, which in some respects may perhaps be termed peculiarly and distinctively American, is but a thing of yesterday, so to speak, because the oldest dates back hardly fifty years, and the very large majority of them are yet only twenty or thirty years old, at most, as in Philadelphia, Hartford and Springfield.

The condition of the earliest public high schools is, therefore, a matter very easy to examine and thoroughly understand. In the cities above named, they are the very pride and ornament of the community, are the objects of the warmest affection, and staunch, if not liberal, support, are invariably officered by the most efficient, zealous and well qualified teachers that can be obtained, and have been steadily growing in the confidence and appreciation of the community from the start. This is the condition of every public high school that has yet been organized, as far as we are informed, without a solitary exception. Their condition, then, is not merely that of a new experiment, running well for a while, but is that of thorough and augmenting success and popular favor. We have heard of not one being disbanded, nor of one that is a feeble nursling, hovering between life and death. So much for their present state.

Now, as for their prospects, and the power or greatness of their future, while, in most of the States where education is a paramount interest, the public High School already is a settled fact, in full operation, its place, functions, equipment, management, income and interests all fortified by law, and cherished and guarded as sacredly as

the rights of property, or of person, yet it is evident from various sources that the views of some leading educators are unfavorable to such organizations, on various grounds, more or less honorable; that the views of others equally eminent are either not yet settled, or if so, are not freely given, and hence, it is matter of most vital importance that the public high school, as the newest and grandest outgrowth of our general educational system, shall establish and adjust its relations alike to all higher and to all lower institutions in a satisfactory manner, at an early day, and with a uniform policy. This should be done by all its advocates, in order to vindicate all the existing legislation on that subject, and also to win the cordial support and warm advocacy of thousands of deliberate men and careful thinkers, who are waiting to know what it is to be made, before they commit themselves permanently in its favor.

The prospects of all such schools, while now bright and clear for the causation of the very best results, and to all classes of their patrons, would thus be greatly improved. The trumpet of battle must blow no uncertain blast. The attention of the most competent legislators, jurists and statesmen can be devoted to no object of greater interest. The tax-payers in all cities and large towns where such a school has been founded are in general quite favorable to its practical workings, and feel convinced that the tax has been very strongly for the public good.

The voters who have not property, and are not tax-payers, all, as intelligent men, see clearly the great advantages which their children thus share on perfectly equal terms with the children of even the richest, to the full extent of the course of studies.

If thus carefully adapted to all other institutions of learning, the High School has before it a most beneficent future. We stand on the mere threshold.

Is not This True?

Our school system, all through the west and south is sadly in need of more competent teachers. We presume those employed do the best they can under the circumstances in which they are placed. Many of them have had no previous training for this work. Most of them are not furnished with any "tools to work with," and not more than one person in a million can do a good job with poor tools.

The teachers need black-boards, globes, maps, charts, and other things. With these helps, they could teach a class of twenty much better than they can teach one pupil without them.

Directors ought to furnish teachers in the school room with "helps," just as much as they furnish a hand on the farm or in the shop with "tools." Farmers—"Grangers" if you please—would not ask or expect a person to raise a crop of corn, or wheat or potatoes, without furnishing the implements with which to till the soil, and do the work. And so with the man

who builds the house or does any sort of mechanical labor. He must have tools to work with.

The fact is, if our school directors will furnish these necessary things, our teachers will do twenty or thirty times as much work for the money as they can do without them.

THE STATE UNIVERSITY READY.

The following interesting and important letter from Dr. Read, President of the State University, will be read with interest:

UNIVERSITY OF THE STATE OF MISSOURI, }
COLUMBIA, Boone Co., Jan. 20. '74. }
Editor American Journal of Education:

DEAR SIR: I received a copy of the resolution introduced by yourself, and which passed the State Teachers' Association, recently held at Warrensburg, in relation to the adoption of a plan for the admission of students from the high schools of the State into the classes of the University, and beg to assure you, on the part of the Faculty, of their hearty sympathy with every effort to bring the schools into intimate relations with the University.

The Faculty will, by its committee, meet the committee appointed by the State Association, to consult in regard to courses of preparatory study, with the view of organizing the proper gradation between the High School and the University, so that there shall be no intervening gap.

Our committee are ready for the meeting, or consultation by correspondence; only, it is important that the plan should be agreed upon soon, in order that it may go into the annual University report to the Governor.

But we are prepared to go a step further in our efforts to bring the teachers, and thus the schools of the State, into more vital relations with the University.

We propose, in imitation of time-honored Harvard, to open our doors to teachers for a course of a few weeks' instruction, especially in the natural sciences, affording them the advantage of our new laboratory and other appointments to aid them in their preparation to teach botany, chemistry, mineralogy, physiology, &c. We hope to mature our plans and arrangements so as to be able to invite their presence by the 20th of April ensuing.

You may be assured that there is no disposition on the part of our Faculty to keep the teachers of the State at arm's length, or to maintain a dignified distance from the grand scheme of State education, as is sometimes charged.

We most earnestly wish, to the full extent of our power, to bring about in our State, a *university* and not a *diversity* of our educational interests and men; and to establish a well-graded scheme of instruction, from the primary school to the highest institution of learning in the State.

Very Truly Yours,

DANIEL READ.

Show your friends the JOURNAL and get them to subscribe for it. Terms, \$1.50 per year.

"THE BROAD GAUGE."

Editor American Journal of Education:

THE movement to secure a closer and more intimate relation between our public high schools and the colleges and State University, is a move in the right direction, and I regard your article entitled "Broad Gauge" as fully meeting the issue, and right to the point.

Teachers and Principals throughout this and other States should lend it aid, encouragement and impetus, that something may be accomplished more than mere talk. I have not had time to prepare any well digested thoughts upon the "how or when" of this important achievement, but will give you some statements touching our work and purposes in Carrollton, in the high school.

The High School was organized in 1870, has graduated two classes, one in 1872 and one in 1873, and will graduate a class of fifteen in 1874, part of whom are reading "Anabasis," and expect to enter college next year. Eight have read, or are reading, "Virgil." Our scientific and English course is equal to that of the best seminaries, and prepares students for the junior or senior class of the University.

Our work is thoroughly tested by annual and semi-annual examinations, and pupils stand only upon their merits. The classical course prepares students only for the freshman class.

Besides this, our school is doing a good Normal work, preparing young ladies and gentlemen for positions in the schools of the county and State.

Such is our work, and it is duly appreciated by our people. In our school Carrollton has at least one thing to be proud of.

I append herewith a list of subscribers, including the names of all our teachers.

C. W. WELLS.

Carrollton, Mo., Feb. 24, 1874.

Dismiss Them.

The poor teachers, we mean; these do nothings, these dried-up, fossilized specimens to whom there is no more life or growth or power than to a dead limb that hangs on to the tree, leafless and juiceless. Such drones are a hindrance; they waste both time and money, their own and that of the pupils and parents. A county superintendent says: "I visited, officially, twelve schools; four of them were *first-class*, but the rest—think of it in two-thirds—the teacher fails to impart instruction—does not understand the theory of teaching, does not get the attention of the class, creates no thought in the pupil, and of course fails to advance him in his studies. I returned, feeling more discouraged than at any previous time during the season. It won't do. The people's money must not be squandered. A poor teacher ain't worth one nickel. Good teachers will be appreciated and paid well, but poor ones *must be dismissed*."

That is right,—dismiss them.

Terms of the JOURNAL, \$1.50 per year in advance.

COUNTY SUPERINTENDENTS.

Editor American Journal of Education:

A CLOSE investigation will, I think, convince any person that our present school law is not perfection perfected. That some things might with benefit be omitted and others improved, is almost self-evident.

The collecting and disbursing of the school moneys, as at present manipulated, is quite a little item when carefully analyzed. It occurs to me that the local directors could make their reports of enumeration, &c., directly to the County Superintendent, and that the school moneys should remain in the hands of the County Treasurer, who has given bond with ample security for the faithful discharge of his official duties; whereas, some of those township treasurers would then be relieved from their duties. The only reason assigned for the office of township treasurer is, the teachers could not afford to go to the county seat at the end of each month to draw their wages. There is some consolation in the assertion; but were the warrants made payable to the teacher *or order*, then these warrants could be presented by any person and the money drawn.

The County Superintendent ought to watch carefully and see that all fines and forfeitures find their way into the school fund.

Again, the County Superintendent, while visiting the schools (a work the county clerk would never do), ought to be the custodian of the finances of each district, and give such specific directions as would enable the local directors to make out full and complete reports on all subjects connected with the school interests of their district. Complete returns can be secured in no other way.

According to the ninth census report, for 1870, the following remarkable fact appears:

The total number of illiterates, male and female, in the United States, is 5,643,534, of which 2,608,847 are males, and 3,034,687 are females; and there are also of this number 1,550,000 illiterate male adults, of whom 743,000 are white and 807,000 colored, who can not write, and are voters, or may become voters.

In Missouri alone are 123,493 males and 98,892 females, making a total illiteracy of 222,385. These illiterates, in 1870, were ten years old and upward. Not to speak of twenty per cent. of the voting population of the United States being illiterates—a most unfortunate circumstance—no wonder then that such sturdy Democrats as Hon. J. S. Rollins and Senator Brockmeyer have been champions of the public school system.

Every child is as much entitled to a common school education as it is to the air it breathes, the food it eats, the water it drinks. And the very principles upon which our government must exist, if exist it does, point us to the fearful fact that such a mass of ignorance as we have in our country is a just cause for serious apprehension, and the actions of our legislators

should hasten the day when mind everywhere in our country shall be freed from the shackles of ignorance.

Even the lamented Divoll—and no man in Missouri understood the case better—recognized the County Superintendent as the right arm of the public school system, and at almost every county institute held in the State, resolutions have been adopted as the sense of those institutes, that the office of County Superintendent is indispensable, and that it ought to be made more efficient.

J. M. GREENWOOD.

Normal School, Kirksville, Feb., 1874.

WHAT IS SAID OF IT.

WE are quite sure the last meeting of the State Teachers' Association of Missouri is destined to work great good to the social and commercial interests of the State, as well as to the cause of education proper. In fact, our commercial and social interests are linked closely to, and are largely dependent upon, the progress of education in this as well as in all the other States.

The New York *Independent* says:

The recent meeting of the Missouri State Teachers' Association, at Warrensburg, seems to have been marked by great enthusiasm and by an unusual elevation and harmony of purpose. The resolutions are something more than the weak platitudes that such bodies too often utter, and are directed to the accomplishment of practical ends. The first and third we give entire:

Resolved, That, in order to more completely unify the system and to bring the State University and such other of our colleges and higher literary institutes as desire to co-operate with us into more harmonious working relations with our public schools, this convention earnestly recommends the adoption by our State University of the plan of other States in regard to the admission of students from the high schools into the classes of the University, and that our students be admitted upon certificate of qualifications from such of the high schools as adopt and carry out a thorough practical course of preparatory study.

Resolved, That, as citizenship under our form of government throws upon each the liability of making laws, as well as the duty of obeying the laws, the Association recommends a more careful study in all our schools of the history and Constitution of the United States and of the State of Missouri, as well as the general principles of the science of government.

Other resolutions ask the Legislature for a more liberal system of taxation for the benefit of "one hundred and fifty thousand children in the State who are yet deprived of the benefits of our public school system, for the want of school-houses and other proper and necessary accommodations," suggest that the four months' term of school, as provided for by law, is too short, and should be increased to six months, with the option allowed to the districts of increasing it to ten; recommend that vocal music become one of the branches required by law to be taught in the public schools of the State; express a hearty appreciation of the great value of Gen. Eaton's work as United States Commissioner of Education, and recommend the enlargement of the resources of the bureau; endorse Mr. Hoar's Education Bill; and recommend the extension of the "power and influence" of the office of county superintendent of schools.

On this last point their opinion differs very widely from that of the governor of the State, who has been examining the law which prescribes their duties, and has arrived at "the opinion that the services of these officers are no longer absolutely required by the wants of the system," though they "may have been essential to its firm and successful establishment" in the first instance. The governor apparently looks upon the educational system

as a machine that will run without much help after it is once set in motion. He thinks the duties imposed by law upon the county superintendents "can be as well and efficiently performed by members of the township school-boards or county clerks and without cost." It will be found here, as elsewhere, however, that work done for nothing is worth just what it costs. And, if the governor should take pains to inquire, he would discover that his opinion is at variance not only with that of the great body of educators in his own State, but of every one in any State who is entitled to express an opinion.

Virginia.

THE editor of the *New York School Journal* has been reading the Annual Report of the Superintendent of Public Schools of Virginia, for 1873. He says it is greatly to the credit of Mr. Ruffner that he boldly accepts the facts of the case and argues logically from data which are sufficiently discouraging. This confession confirms the correctness of the statements put forth by Commissioner Eaton in the Reports of the Bureau of Education, by the newspaper correspondents who have lately traveled in the South, and by Northern educators whose sight is not blinded by local prejudice. The statistics, says Mr. Ruffner, indicate that the registered adult illiterates in the Southern States constitutes nearly one-half the entire population; and he produces the figures to establish the correctness of his statements, adding these words: "The painful fact must be stated that, even among the whites, in the eleven Southern States proper, the per centage of illiteracy increased from 7.1 in 1860 to 9.8 in 1870," a fact attributable in part to the war. The actual present per cent. of illiterate males over twenty-one years of age to the male population of the same age is stated by Mr. Ruffner as follows: In the Southern States, 33.19; in the Northern States, 7.43. Can there be a better argument than this in favor of free schools?

Virginia, like many other States, needs more free schools, and better ones, and a less number of so-called "colleges."

There were 5,518 less pupils in the public schools in 1873 than in 1872, which looks bad. "Cheap" teachers, it seems, account for the fact of a decline in the number attending school. And the more promptly our intelligent people manifest their disapprobation of poor schools, the sooner can we bring our school system up to a high degree of efficiency.

The average monthly pay of teachers increased from \$29 86 per month in 1872, to \$32 in 1873. In the long run the rate of pay will determine the quality of the teaching.

The number of school-houses built during the year, and the large increase in the aggregate value of school property, evince the purpose of the people to build up the public system solidly and permanently.

The favorable advance in public sentiment has continued, as is unequivocally shown by the testimonies of county superintendents. The evidences of this, however, are patent to every observing eye. The platforms of both political parties, and the po-

litical speeches made during the canvass, would have placed the fact beyond a doubt, if there had been no other evidence.

The teachers can remedy these defects by a united, persistent effort to keep the people informed as to what they are doing. There ought to be ten thousand copies of the *Virginia Educational Journal* taken and read, and the wages would be largely increased if this were done and a very much better class of teachers secured.

Let our teachers everywhere lay the facts and arguments before the people as they are given in the journals of education, and the remedy will come speedily.

Our Teachers' Bureau.

Those desiring teachers are requested to state—

1st, Salary paid per month.

2d, Length of school term.

3d, Qualifications required.

Teachers desiring positions will also state—

1st, Their age.

2d, How much experience they have had in teaching.

3d, What wages they expect per month.

We charge each applicant for a position, and each person applying for a teacher, the sum of two dollars in advance, for inserting their application.

TEACHERS WANTING SITUATIONS.

245. A French gentleman with twenty years' experience teaching in high schools and seminaries in this country, is now prepared to give thorough instruction in Mathematics and French in a good school. Best references given.

C. B. CLARK, Esq., the architect, of St. Louis, who has for years given much attention and study to the planning, heating and ventilation of school houses, churches and other public buildings, in addition to his extensive business as an architect for private dwellings, was unanimously chosen as the architect for the Southeast Normal School, located by the Board of Regents at Cape Girardeau. Several plans were examined, but those of Mr. Clark were unanimously adopted. The building will not only be an ornament to the county and a credit to the State, but its location is such that every person passing up and down the river will carry along with him a pleasant impression of the culture of a people who give such evidence of their liberality and public spirit. Nothing lays a surer, stronger and better foundation for the peace and prosperity of a State than good schools.

The regular subscription price of the *American Journal of Education* is \$1.50 per year, invariably in advance. We stop all papers when the term for which they have been paid for expires. We have no club rates. See our premium lists.

Subscribe for the JOURNAL, \$1.50 per year in advance.

CO-OPERATION.

A Principle, with an Illustration.

HAVING ever regarded myself as little more than a speculator in the work of the world, and being abundantly convinced that even chief rulers derive their social importance solely from the fact of their being chief servants, I have long felt it incumbent on me, when accepting or appearing to assume in any degree the office of teacher, to let my words be few and savory, even as compared with the actual demand for mental sentiment. May they so in some measure tend, through whatever shame of the servant, to the only glory of God, in the only salvation of Christ, through the only power of that Holy Spirit, which can, as obeyed, in modesty lead and limit the testimony of each, to the results of his own importance!

I was once enlisted as clerk in the service of a manufacturing company. The steady and quiet movements of the crowded and polished axles or "shafts," and wheels or "pullies," and the lithe and equally busy, though sometimes heavily flabbing and almost lazy-looking, leather bands or "straps" which so essentially aided in distributing the motive power, were a source of frequent admiration to me. I was told by one of the artisans who was somewhat versed in the history of his profession, that the earlier mill-wrights omitted the smoothing of the iron work, under the false impression that the leathern surface would so more readily adhere to and act upon the metallic. Experience, however, at length suggesting that by this arrangement a portion of the force which would otherwise be realized in gainful results was worse than wasted in the destruction of the straps, the more slightly method was adopted, to the triumphant obviation of the double loss.

During the term of my service in the establishment, one of the older officials of the company remarked to me, in the course of a conversation over an employe who seemed at times to discharge his function but languidly, that there was "a strap loose somewhere." I was glad to hear him say so, being convinced, and thinking that he also had reason to believe, that the receiving pulley, so to speak, had been carefully polished on the part of the said understrapper, and hoping that his attention would then be directed to the condition of the driving or delivering pulley on his own part. I noticed, however, that no effort was made by him to secure a more perfect correspondence of thought and feeling, and I was scarcely surprised at length to learn that the loose strap had become a broken strap, so leaving an otherwise willing employe at liberty to emigrate, which he did, as I happen to know, to the disappointment of the superior functionary.

Perhaps the most ingenious fable could supply me with no more impressive illustration of the use of the abstract principles of duty, as channels,

or bands of social influence, and of the true method of their observation and preservation, than I find in this simple reminiscence.

PHILADELPHUS.

HOW IS IT?

What does the school law say about "estimates" for school purposes for next year? When are they to be made? How much money is needed to pay off the present indebtedness of your district? How much money is needed to sustain the schools efficiently for a year? How much of the tax levied has been collected this year? Have you money on hand to pay a good teacher promptly at the end of the month? Is your school house well seated? Is it well furnished with maps and globes and blackboards?

These are pertinent inquiries, which every teacher ought to have answered in the affirmative before engaging to teach the school. You cannot do good work without "tools to work with." How is it?

Tennessee.

Editor American Journal of Education:

I HAVE been receiving your school journal regularly for several months, and I must say that my opinion of it improves with each number. It has a good way of coming down from the regions of *philosophy*, so-called, and grappling with practical school matters, which I like. The true school journal will go with the teacher into the school-room, and be a helpmeet in his daily work, rather than a panderer to the high-flown ideas of the theorists.

Tennessee is now in the first year of her new school system. Such encouraging prospects we have never had before. The friends of free education now begin to feel that they have at last secured a permanent foothold. The most prominent barriers to success in the past have been removed—especially "politics in the schools," which worked such ruin hitherto. People of all parties now vie with each other in showing fealty to the free school cause.

The schools were opened in this county (Knox) promptly in every district, and with few exceptions in every sub-district. The building of houses prevented a small number opening. Above one hundred and twenty have been opened in the county to present date. The country schools will average about five months. A few will be extended by private means and Peabody aid to ten months. The city schools, by means of Peabody aid and local taxation, run ten months. They have their own charter, regulations and supervising officers, and are proving very successful. The schools are carefully graded after the usual manner of city schools.

We have some live teachers, but the general standard needs much elevation. To aid in securing this, four teachers' institutes have been established in the county on the district plan. The attendance has not been as

good as is desirable, but a deep interest is manifested by those present, and much good is being done.

We have a considerable number of passable school-houses, but the want of proper school furniture is almost universal outside of the city. Many new houses of a better character will be built during the coming spring and summer, and improved furniture put in. A brighter day is dawning, and with energy and well directed work we hope ere long to have schools of which our people need not be ashamed.

T. C. K.

Knoxville, Tenn., Jan. 29, 1874.

Will our friends please remember and write their postoffice address on Postal cards sent us. We already have a number of questions asked of us, but do not know *where* to direct the answers as we number each a large list of "John Smiths" among our acquaintances.

Hon. JOHN D. PHILBRICK, Superintendent of the Boston schools, who was present at the Vienna Exposition, and served on the jury in the educational department of the Exposition, recently gave a lecture in the Lowell Institute, in Boston, on what he saw.

He is reported as saying that the European system of education is far in advance of our own, in some of the most essential points.

Mr. Philbrick claims that in thorough preparation for their profession, in general intelligence, and in the enlightened system of study, the Austrian government is far in advance of ours.

That we need to revise and improve not only our courses of study, but our methods of instruction, no one will deny. Mr. Philbrick says: "The American school building was not a success. In it there was nothing worthy of imitation, unless it was the size of the school room. There were four models of school houses in the Exposition, that from Sweden being the most perfect and beautiful, while next came that of Austria."

After reading the above, we regret that the Western Publishing and School Furnishing Company, of St. Louis, did not fit up the room with their "Gothic" or "Triumph Desks," Globes, Charts, maps, &c., &c., so as to have something "worthy of imitation."

We shall not leave such things to New York and Boston again. Next time St. Louis will be represented.

In New York and Pennsylvania seven crimes are committed by ignorant persons to one by educated persons; while throughout the whole country the ratio is as ten to one.

Send us items of interest, in regard to school officers in your neighborhood, for the JOURNAL, and send us \$1.50 for your subscription, and the same for some friend. It will pay.

Please remember, we want your post-office address, as well as your name—and subscription.

HIGH AND LOW.

"Truth shall spring out of the earth"—Ps. 8: 5, 11.
"That ye may grow by the sincere milk of the word."—1 Pet.: 2, 2.

A mortal may not live on notions,
Nor even on brotherly love;
The truth which sustains true emotions
Still works from below to above.

The province of thinking and feeling
Is dream-land to him who wants bread,
And knows not the blessed revealing
Which raises the willingly dead.

As Jesus, in spreading God's glory;
The labor of sympathy lent,
Constrained by each suffering story,
Ere bidding the sinner repent.

So let us not start with abstractions
In calling poor wanderers home,
But prove by appreciable actions
That we from the way would not roam.

The poor shall be always among us,
Fulfilling His ample design
Whose skill has so wondrously hung us,
As branches and roots from the vine.

Yet let us with whole-hearted prudence
While shedding our leaves on the earth,
Still cherish as keepers and students,
The channels thro' which they had birth.

So not as unmeaning abstractions
Shall those secret fibres appear,
Without which the members are fractions,
Deprived of their life-stream sincere.

R. R.

PHILADELPHIA, Feb., 1874.

THERE are five sources of waste of human life: the waste of disease, money, labor, thought and emotion, and the waste of opportunities. Foremost is the waste of health by disease. Not one-half of mankind live out half their days, and not one-tenth keep their faculties up to their maximum. Millions never learn the solution of the problem of harmonizing the law of nourishment with the demands of the system. Millions learn it too late to take advantage of its teachings. The time is at hand when the work of thousands of chemists and scientists and hygienists will have its legitimate issues, when men will cease to groan and sicken and prematurely die.

There are dangers ahead of us. We should be maniacs, rather than patriots, to think so well of our country as to suppose it incapable of taking harm. We are threatened by dangers from the increase of criminals, from the enlargement of the pauper class, and from the decay of political sense and political virtue among us. True wisdom consists in frankly admitting these dangers, and in honestly searching for the best means of counteracting them.

The forces which do most to mould character and determine destiny are those silent, ever-working, organized forces which result not so much from specific efforts as from unconscious habit.

Don't wait for us or our agent, to call upon you, but please send your name and \$1.50 for the JOURNAL, for 1874, and keep the people posted up on school matters.

Show this number of the JOURNAL to your friends, and get their names as subscribers, and send them with your own for 1874. Terms \$1.50 per year in advance.

BOOK NOTICES.

PERSONAL RECOLLECTIONS, from Early Life to Old Age, of MARY SOMERVILLE. With selections from her correspondence. By her daughter, Martha Somerville. Boston: Roberts Brothers. Sold by Book and News Co.

This is a most interesting, not to say fascinating book. We did not know exactly where to stop when we commenced reading it, and so did not stop until the wee sma' hours; and yet it is not so strong a work as one would expect to find.

It is a quiet book. One would suppose, with such a companionship as Playfair, Herschel, De Morgan, Brougham, Macaulay, Scott, La Place, Arago, La Grange, Poisson, Poincaré, Secchi, Cuvier, and Mendel, we should have a work spiced with the strongest flavor of their personalities. But there is no gossip within these pages. Its chief value, in our opinion, consists in demonstrating what a woman who is thoroughly domestic may achieve in the realm of science and art. She was born in Scotland in 1780, and lived to be about ninety years of age. Her daughter, who edits the "Personal Recollections," says: "It would be almost incredible were I to describe how much my mother contrived to do in the course of a day. When my sister and I were small children, although busily engaged in writing for the press, she used to teach us for three hours every morning, besides managing her house carefully, reading the newspapers, (for she always was a keen, and, I must add, a liberal politician), and the most important new books on all subjects, grave and gay. In addition to all this, she freely visited and received her friends. She was, indeed, very fond of society, and after the death of her first husband and while nursing one of her children, she resumed her mathematical studies. She says, 'I studied plane and spherical trigonometry, conic sections, and Ferguson's *Astronomy*. I then attempted to read Newton's *Principia*. I found it extremely difficult, and certainly did not understand it till I returned to it some time after, when I studied that wonderful work with great assiduity, and wrote numerous notes and observations on it. I obtained a loan of what I believe was called the Jesuits' edition, which helped me. At this period mathematical science was at a low ebb in Britain; reverence for Newton had prevented men from adopting the *Calculus*, which had enabled foreign mathematicians to carry astronomical and mechanical science to the highest perfection. Professors Ivory and De Morgan had adopted the *Calculus*, but several years elapsed before Mr. Herschel and Mr. Babbage were joint editors with Professor Peacock in publishing an abridged translation of La Croix's *Treatise on the Differential and Integral Calculus*. I became acquainted with Mr. Wallace, who was, if I am not mistaken, mathematical teacher of the Military College at Marlow, and editor of a mathematical journal published there. I had solved some of the problems contained in it, and sent to him, which led to a correspondence, as Mr. Wallace sent me his own solutions in return. Mine were sometimes right and sometimes wrong, and it occasionally happened that we solved the same problem by different methods. At last I succeeded in solving a prize problem. It was a diophantine problem, and I was awarded a silver medal cast on purpose with my name, which pleased me exceedingly."

We hope this book will be carefully and extensively read by all, as it shows us how much a woman may accomplish and yet be a "model wife and mother," who never

neglected her family. The creamy pages, broad margin and plain type in which Roberts Brothers present us the work, is, of itself, a luxury, for which we give them a vote of thanks on behalf of the reading public.

MEMOIRS OF MANY MEN AND SOME WOMEN, being personal recollections of Emperors, Kings, Queens, Princes, Presidents, Statesmen, Authors and Artists, at home and abroad, during the last thirty years. By Maunsell B. Field. New York: Harper & Brothers. For sale by Book and News Co.

The above title tells the whole story in a few words, but the gossip illustrating the character of the men of whom he speaks, is not only readable but instructive. We do not have time to read all the "stuff" which such men as Lamont and Herndon crowd into the "Life of," etc. etc. Still, gossip should not be allowed to take the place or time of careful historical study. But few persons do enough to entitle them to much space in the world, after they have taxed it for fifty years to clothe and feed themselves. We select the following as a fair specimen of Mr. Field's treatment of his subjects.

He says, "General 'Sam' Houston was one of the United States Senators from Texas. He was, physically, a magnificent specimen of manhood. His dress was extravagantly *outré*, suggestive of both the frontier's-man and the Indian. He possessed a great mind and a great heart, and his many peculiarities were harmless and endearing, rather than repulsive. His courtesy to women was remarkable, and he never addressed one otherwise than as 'lady.' 'Good-morning, lady,' was his invariable salutation to any fair friend he met at the breakfast-table or elsewhere during the earlier hours of the day. He resided at Willard's when in Washington; and although his room was replete with the appliances of civilized life, he discarded, or pretended to discard the use of many of them. Buffalo robes were spread upon the carpet, and upon these he slept, in preference to using the bed. He had a printed poster upon the wall bearing the words, 'My hour for retiring is nine o'clock.' This was a silent monition to visitors to withdraw when that hour arrived. But it was the popular belief that the restless old warrior was in the habit of nightly pacing the floor until the small hours of the morning, before he sought repose upon his extemporized couch of skins."

A PROGRESSIVE GRAMMAR OF THE ENGLISH TONGUE, based on the results of modern Philology. By Prof. William Swinton. New York: Harper & Brothers. 1874. For sale by Book and News Co.

LANGUAGE LESSONS, and introductory grammar and composition for primary grades. By William Swinton. New York: Harper & Brothers. 1874. For sale by Book and News Co.

The above works take the direction of the new departure in grammatical text books, covering the whole ground of that movement. There is first a wide-spread feeling that pupils in our schools should be taught to write and speak better English than they do. Swinton's Language Lessons is designed to accomplish this object. It gives the correct forms for words, sentences, essays, letters, etc. It gives much practice in correcting bad forms. It gives the theory of syntax. Pupils thoroughly trained in this course ought to learn how to use correct English. Another demand of our time has been that our common school grammars should embody more of the results of modern Philology. A world of wonderful things have been unearthed by the diligence of philologists,

and yet our grammars have, up to a recent date, given no indication of the progress of modern science in the fields of language. The languages of the East Indians, Persians, Armenians, Russians, Celts, Norse, Teutonic, Greeks and Romans, are found to be modifications of one essential base. The laws of inflection, developed by comparative grammar of these languages, are surprising revelations, and if our grammar makers were unable to give us the results of Grimm and Bopp, they ought, at least, to be thoroughly posted in Anglo Saxon, and be able to explain modern forms through the forms used by our Saxon ancestors. Mr. Swinton has performed his task in a creditable manner. His forte seems to lie in the direction of arrangement and perspicuity—excellent qualities in a school book.

I. CATALOGUE OF HARVARD COLLEGE—1873-74.

II. ANNUAL REPORTS OF THE President and Treasurer of Harvard College—1872-73. Cambridge: Welch, Bigelow & Co., 1874.

The catalogue above named is the most valuable document of the kind we have ever received, owing to the fact that it contains a complete set of examination questions on all the studies for admission, as well as for promotion from class to class. We trust that all teachers interested in higher education, will obtain a copy and study it.

In order to see how much Harvard is doing to elevate the standard of higher education in this country, it is necessary to read the annual reports of the President and Treasurer, above cited. The old plan of committing most of the instruction of under-graduates to tutors appointed from recent graduates, has disappeared entirely at Harvard. "The teachers of the Freshman class are two professors, four assistant professors, three tutors and one instructor. Of these ten teachers, only two are wholly devoted to the Freshmen; all the rest teach also Seniors, Juniors, or Sophomores. Nine out of the ten are men of much greater attainments in their several specialties, than are generally to be found, even in the best schools,—a result quite natural, inasmuch as college teachers have the privilege of devoting themselves to single departments of learning—a privilege denied to most school teachers."

It is to be noted that Harvard has six fellowships for Bachelors, all of which have an income large enough to support a student, with economy, and four of which may be used in this country or in Europe. In reference to the post graduate course of study at Harvard, President Eliot significantly says: "The misfortunes of the country since the war of the Rebellion began, should be of some service to the higher education. Over and over again men in high public station, have been seen making utter wreck of their careers through their own dense ignorance of what it behooved them to know. In the prime of life, at the consummate instant for action, they were found not only to lack the knowledge they needed, but to have lost all power to acquire or even to comprehend it. For ambitious young men no exhortation to lay broad and deep foundations in youth is so effective as the spectacle of promising careers ruined, and great opportunities of distinction and usefulness lost, mainly for lack of thorough education."

In the summer of 1872, the Woman's Education Association of Boston, asked the corporation of Harvard to hold examinations for young women on the general plan of local examinations held at Oxford, Cambridge, London and Edinburgh. This was granted, and the first one will be held

in June next. The faculty prepared a list of books to be studied in preparation for these examinations, and specimen examination papers upon all subjects, in order to define as precisely as possible the quality and range of the examination. This information was embodied in a pamphlet which was published by the Woman's Education Association, with a circular stating fees, lodging, beneficiary fund, etc. "If it be asked what good can examinations by the University do when the University does not teach girls, the answer is that they can do precisely the same service for girl's schools which college admission examinations have done for preparatory schools for boys,—they can set a standard and prescribe a judicious programme of study for several years of life between twelve and eighteen. There is now no standard for girls' schools; no means of publicly comparing one school with another; no visible goal for pupils or teachers."

BARTOL'S RISING FAITH. Boston: Roberts Brothers. For sale by St. Louis Book and News Co.

In the first sentence of this book we find the key note to the "rising faith." The author says, "We are born to interrogate; and the test of a man is, what are his questions?"

There is not one of the 400 pages of this work, but that is worth the price of the volume. Few writers say so much in so few words, and you find yourself in an atmosphere so inspiring and suggestive that you read right along after you close the book—in spite of yourself.

The topics treated are such as one comes in contact with every day, and the life of all who read the "rising faith" must be stronger and purer and larger until the mortal "shall not" put "but take on immortality."

The Popular Science Monthly. Conducted by E. L. Youmans. New York: D. Appleton & Co. March, 1874. The present number contains the following articles: 1. The World before the introduction of Life,—by C. H. Hitchcock; 2. Walking, Swimming and Flying,—by E. Lewis, Jr.; 3. Replies to the Quarterly Reviewers,—by Herbert Spencer; 4. Physiology of the Passions,—by F. Papillon; 5. Our Ancestors on the Goose Question; 6. Alterations in the Intensity of Diseases;—by Alphonse de Candolle; 7. Modern Optics and Painting,—by O. N. Rood; 8. Electric signalling on English Railroads,—by C. E. Pascoe; 9. The Facial Angle,—by R. Dexter; 10. Disposal of the Dead,—by Sir Henry Thompson; 11. The Future of Alchemy,—by Charles Fræbel; 12. Professor Louis Agassiz,—by Richard Bliss, Jr.; 13. Editor's Table, etc.

The second article, on the different methods of locomotion, is one that will interest most people, we think, inasmuch as its full explanation of the mechanics of swimming and flying will make clear a subject not well understood by the popular mind. The first article treats of the earlier stages in the formation of our planet in the light of the development theory. "Our Ancestors on the Goose Question," is semi-humorous, semi-scientific. The origin of the barnacle goose that grew on trees or old rotten hulks by the sea shore, is explained at the expense of the accuracy of the "elastic zoology" of ancient times. The facial angle of man is compared with the different orders of the brute creation, and certain general laws deduced relative to the ascending scale of intelligence thereby indicated. An excellent biographical sketch of Agassiz concludes the contributions to this number.

Lee & Shepard, of Boston, publish "A Grammar School Spelling Book," by B. F. Tweed, A. M., Superintendent of Public Schools in Charlestown, Mass., in which we find the following excellent and practical suggestions to teachers:

1. When a lesson is assigned, the words should be distinctly pronounced by the teacher, and repeated by the pupils before they are required to study the lesson.

2. In the recitation in oral spelling, pupils should be required to divide the words into syllables.

3. Each lesson should be repeated, by carefully writing the words on a slate, or on paper.

4. To teach the correct use of words, let sentences be written containing each word in the lesson.

5. Let the pupils form as many derivatives and compound words as they can from the lesson assigned.

6. It is recommended that the teacher frequently vary the exercise, by selecting words out of their regular order, which illustrate the rules or principles of orthography.

7. In such words as "subject," "object," "use," "abuse," etc., the teacher should discriminate between the noun and the verb, giving one or both, according to the capacity of the pupils.

8. It may be objected that the directions here given require more time than is allotted to the spelling exercise. But it is now generally admitted that the elements of grammar and composition are best taught in this way; and if the time usually allotted to them be added to that of the spelling exercise, it will be ample.

Many methods of varying the exercise will suggest themselves to the ingenious teacher. The sentences containing the words of the spelling lesson may be changed from the declarative to the interrogative form, pronouns may be substituted for nouns, plurals for singulars and singulars for plurals, the passive for the active form of verbs, the different modes and tenses of verbs, etc. These spelling exercises should keep pace with the pupil's attainments in grammar.

Lippincott's Magazine for February contains several articles of great interest. The public will thank Marie Howland for stripping off some of the gilding and gloss from one "Napoleon Bonaparte," who has been written up, and down, for years. He was a mean, selfish, tyrannical fighter, with small ideas of manhood and patriotism, and it is time that the truth should be told about him. In this number George MacDonald's long-promised serial story, *Malcolm*, begins. It is bristling with Scotch humor. Its characters are skillfully and clearly drawn, and it promises to be one of this charming author's very best.

"A Famine in the East," ought to be read in every school in the land.

The story of "The Necklace of Pearls," in the January number, by R. H. Stoddard, had better have remained untold.

Roberts Brothers have issued Mr. Alcott's "Records of a School," that very remarkable school which he himself taught in so remarkable a way, and also the uniform new edition of Margaret Fuller's works in six volumes, both of which were panic-struck last fall. Miss Frothingham's translation of Lessing's great treatise on art, with the Laocoon for text, and the new novel, "Thorpe Regis," by the author of those charming stories, "Unawares," and "The Rose Garden," whose name is now announced as Miss Frances M. Peard, are to be added to their valuable list of new books.

A good suggestion is made by a corres-

pondent of the *Publishers' Weekly* that the *Harpers* would gratify the public and it would be sure of a large sale if they would publish Nast's political and humorous drawings, in folio or quarto, as those of the English caricaturists have been. And the "Easy Chair," that has so long charmed a multitude of readers, ought to be brought out in book shape, and would be sure to pay.

Every Saturday now includes the *Riverside Bulletin*, as a chatty literary department. The *Bulletin* man says that under the present epidemic he couldn't resist trying how it felt to be "merged." The *London Spectator* says of the remarkable serial just begun in *Every Saturday*, "Far from the Maddening Crowd," that "if it is not written by George Eliot, then there is a new light among novelists." Other items of local interest are now added to the table of contents in *Every Saturday*, and it is sure to draw to itself an intelligent constituency among the lovers of choice literature all over the land.

Scribner's Magazine and *St. Nicholas*, both contain more and better matter for school children to read than any series of School Readers we know of. Old folks, too, will want to read both these magazines.

Books Received.

Harper & Brothers, New York, send us, through the St. Louis Book and News Co., the following new books:

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FREEPORT LINE—DEPOT COR. WELLS and KINZIE	
Maywood Passenger.....	*7:30 a m *9:15 a m
Freeport and Dubuque Ex.....	*9:15 a m *3:35 p m
Freeport and Dubuque Ex.....	*9:15 a m *3:35 p m
Elmhurst Passenger.....	*12:00 m *1:45 p m
Rockford and Fox River.....	*4:00 p m *10:45 a m
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Evanston Passenger.....	*11:45 a m *1:55 p m
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Kenosha Passenger.....	*4:10 p m *9:00 a m
Waukegan Passenger.....	*5:30 p m *8:25 a m
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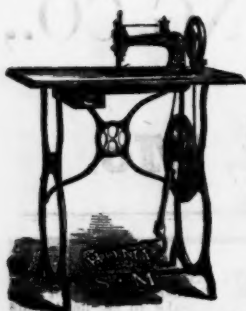
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"Seventy years passed before JOHNSON was followed by Webster, an American writer, who faced the task of the English Dictionary with a full appreciation of its requirements, leading to better practical results.

"As to the Spelling-book, the astonishing statement is made that twenty-four millions of it were sold up to 1847, [now increased to fifty millions], the consequence of this comparative monopoly of orthography and orthoepy being the present almost mechanical uniformity of American spelling and pronunciation.

"His laborious Comparison of Twenty languages, though never published, bore fruit in his own mind, and his training placed him both in knowledge and judgment far in advance of Johnson as a philologist. Webster's American Dictionary of the English Language was published in 1828, and of course appeared at once in England, where successive re-editing has as yet kept it in the highest place as a practical dictionary.

"The acceptance of an American Dictionary in England has itself had immense effect in keeping up the community of speech, to break which would be a grievous harm, not to English-speaking nations alone, but to mankind. The result of this has been that the common dictionary must suit both sides of the Atlantic.

"Every dictionary compiler, by the mere fact of his selection and treatment of words, is able to exert some and degrade others, thus gaining a practical influence over the language he deals with. Fully conscious of this influence, Webster used it with intent in his dictionary. Thus it was his decision as a zealous purist that brought in the revived older spelling, traveler, worshiped, etc., and substituted the Latin favor, honor, for the English favour, honour, etc., while, for the sake of uniformity, the old but unusual forms center, nitre, are given precedence over centre, nitre, etc. These peculiarities, accepted by the American public, often enable the reader to distinguish at a glance an American from an English book.

"The good average business-like character of Webster's Dictionary, both in style and manner made it as distinctly suited as Johnson's was distinctly unsuited to be expanded and re-edited by other hands. Professor Goodrich's edition

of 1847 is not much more than enlarged and amended, but other revisions since have so much novelty of plan as to be described as distinct works.

"The American revised Webster's Dictionary of 1864, published in America and England, is of an altogether higher order than these last [the London Imperial and Student's]. It bears on its title page the names of Drs. Goodrich and Porter, but inasmuch as its especial improvement is in the etymological department, the care of which was committed to Dr. Mahn of Berlin, we prefer to describe it in short as the Webster-Mahn Dictionary. Many other literary men, among them Professors Whitney and Dana, aided in the task of compilation and revision. On consideration, it seems that the editors and contributors have gone far toward improving Webster to the utmost that he will bear improvement. The vocabulary has become almost complete as regards usual words, while the definitions keep throughout to Webster's simple careful style, and the derivations are assigned with the aid of good modern authorities.

"On the whole, the Webster-Mahn Dictionary as it stands, is most respectable, and certainly the best practical English dictionary extant.

"Dr. J. E. Worcester's first publications in dictionary work were abridgments of Johnson and Webster, and he afterwards brought out dictionaries in his own name, from that of 1830 to his completest work, which appeared in 1860. He considered these later works as entirely independent of Webster's, yet on internal evidence of similarity of method, and frequent close correspondence of the definitions and authorities chosen, it seems to us that he underrated his debt to his predecessor, guide and model. A critic happening to open the volume without knowing anything of its authorship, would be apt to suppose that he had before him one of the series of revised and enlarged Webster's Dictionaries. Looking at it from a practical point of view, it may be sufficient to define it as a vast, industrious, and careful work, superior to the 'Imperial Dictionary,' but inferior in most points to the Webster-Mahn.

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